**University of West Alabama**

**COE**

**5E Lesson Plan**

|  |
| --- |
| Teacher: Abby Lewis  Date: 04/02/18  Subject area/course/grade level: Math/First Grade  Materials: Voki Hook video, youtube, Engage NY, ELMO, Promethean Board, Draw app, Ipad, Rubrics, Powerpoint  Standards:  **ISTE 1c:** Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.  **ISTE 5d:** Students understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.  **[1-OA1]:** Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. [1-OA1]  Objectives: Make combinations of 8  Differentiation Strategies:   * Specialized keyboards with large type keys * Specialized keyboard that requires no pressure to select a key * Additional practice with partner * Small group table time |

|  |
| --- |
| **ENGAGEMENT:**  The teacher will begin the lesson by using a Voki hook video to start a number talk to get students thinking about math. <http://www.voki.com/presenter/playPresentation.php?id=4756bbc5aa95fdc648735499381ade30>  The teacher will then introduce the lesson by introducing the number 8 with a Youtube video telling them about the number they will be learning and various things that are associated with that number.  <https://www.youtube.com/watch?v=Cy7nR6hcpkI> |
| **EXPLORATION:**  Now that students know what number they will be using, the teacher and students will work together to find all possible combinations to make 8 when adding by doing turn and talks on the carpet with their partner and writing on their personal whiteboards the combinations that they make. Once completed, the teacher will call various students up to list the combinations on the board.  0+8=8  1+7=8  2+6=8  3+5=8  4+4=8  5+3=8  6+2=8  7+1=8  8+0=8  Assessment  The teacher will let the children get into their color groups (blue, yellow, green) and the blue group will make a math story with 8 pieces of fruit and create a PowerPoint presentation representing their word problems and answers, the yellow group will use cubes to make combinations of 8 and write a number sentence, and the green group will use cubes to make the combination of 8 while in their small groups.  making 8 fruitmaking 8 |
| **EXPLANATION:**  This is an Engage NY Google slide lesson on the number 8 that the teacher will use to clear up any misconceptions so that students will understand the content. In the slide, the teacher will pose higher order thinking questions while working through problems and then again while debriefing from the lesson. (The teacher will print the templates needed in advance to starting this activity.) The teacher does not have to cover every slide in the lesson, just touch on what he/she thinks needs reiterating.  <https://docs.google.com/presentation/d/1VscOQ00YBgxpGNZswXtJ2uxukvH-rxpJBZUtjwJQ9ic/edit#slide=id.p4> |
| **ELABORATION:**  In table groups, students will complete a worksheet from the Engage NY lesson that was used to further the explanation of combinations of the number 8. The teacher will pick 3 students with correct answers to bring their paper to put under the ELMO for students to see and check their work.  Assessment  Students will complete their journal entries individually by using their draw pad app on their Ipads. (Max has 5 apples, Jim gave him 3 more. How many apples does Max have in all?) and the teacher will pick three students who are correct and they will share their draw pad entry under the ELMO that displays on to the Promethean Board for the class to see.  IMG_2609  Once journal entries are complete, the teacher will push the blue groups PowerPoint out to the rest of the children through Apple Classroom and children will use that to continue to practice and learn parts of 8.  \*\*The teacher is able to lock the Ipads by slide and give students time to work the problems before continuing to the next slide to view the answer. |
| **EVALUATION:**  **Rubric for Day 1 adapted from rubric-maker.com**  **teamwork_elementary**  **Assessment and Rubric were adapted from Engage NY Module 1 Mid-Module Assessment but edited to fit the means of this assessment. The assessment covers information from Day 1 and day 2 lessons.**  Name Date  1. Monica says that when the unknown is 4, it makes this number sentence true: 5 + 3 = \_\_\_ + 4. Terry says she is wrong. He says 8 makes the number sentence true.   1. Who is correct? Explain your thinking using pictures, words, or numbers. 2. Monica says that 3 and 5 is equal to 5 and 3. Terry says she is wrong again. Explain who is correct, using pictures, numbers, or words. 3. Next, Monica tells Terry 8 = 8. Terry says she is wrong one more time. Explain who is correct, using pictures, numbers, or words.   Lesson 1   |  |  |  |  |  | | --- | --- | --- | --- | --- | | A Progression Toward Mastery | | | | | | 1  1.OA.1 1.OA.3 1.OA.5 1.OA.6 1.OA.7 1.OA.8 | 1  The student cannot explain any of the three scenarios clearly using equations, pictures, or words.  The student cannot solve the take apart with addend unknown problem correctly. | 2  The student explains one of the three scenarios clearly and thoroughly using equations, pictures, or words. The student solves the take apart with addend unknown problem incorrectly (something other than 3 carrots were in her lunch box). | 3  The student explains two of the three scenarios clearly and thoroughly using equations, pictures, and/or words.  The student solves the  take apart with addend unknown problem correctly and determines that  3 carrots were in her lunch box. | 4  The student clearly and  thoroughly   * ▪Explains all three scenarios using equations, pictures, and/or words. * ▪Solves the take apart with addend unknown problem correctly and determines that   3 carrots were in her lunch box. | |

References:

Bybee, R.W. et al. (1989). *Science and technology education for the elementary years: Frameworks for curriculum and instruction.* Washington, D.C.: The National Center for Improving Instruction.

Bybee, R. W. (1997). *Achieving Scientific Literacy: From Purposes to Practices.* Oxford: Heinemann.

National Research Council. (1999). *Inquiry and the national science education standards: A guide for teaching and learning.* Washington, D.C.: National Academy Press.

Polman, J.L. (2000). *Designing project-based silence: Connecting learners through guided inquiry.* New York: Teachers College Press.